



BROAD RIVER ELEMENTARY

474 Broad River Blvd.
Beaufort, SC 29906

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 387 Students | |
| Principal | Constance Goodwine- | 843-322-8400 |
| Superintendent | Dr. Valerie Truesdale | 843-322-2300 |
| Board Chair | Fred Washington | 843-322-2356 |

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------|
| 2010 | Average | Average |
| 2009 | Average | Average |
| 2008 | Average | Below Average |
| 2007 | Average | Good |
| 2006 | Average | At-Risk |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

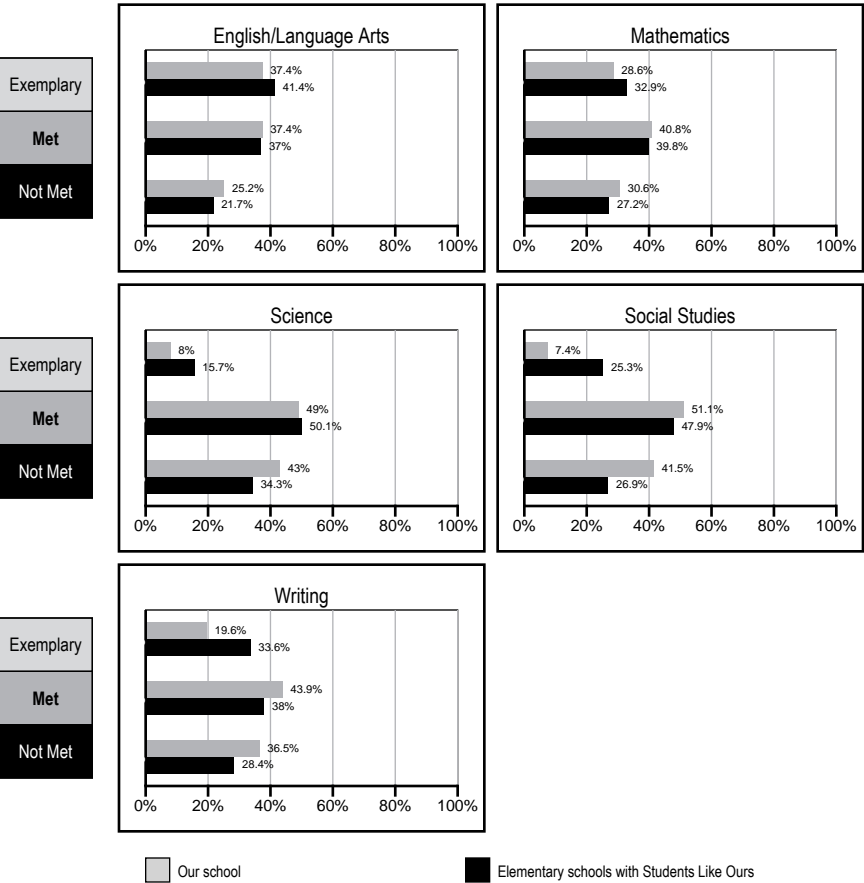
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 87.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| | | | | |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 8 | 29 | 72 | 1 | 0 |

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=387) | | | | |
| First graders who attended full-day kindergarten | 77.2% | Down from 100.0% | 100.0% | 100.0% |
| Retention rate | 0.9% | Down from 1.8% | 1.1% | 1.2% |
| Attendance rate | 96.2% | Down from 96.6% | 96.0% | 96.1% |
| Eligible for gifted and talented | 5.8% | Down from 10.3% | 12.0% | 11.7% |
| With disabilities other than speech | 7.2% | No Change | 8.5% | 8.0% |
| Older than usual for grade | 0.0% | Down from 0.6% | 0.4% | 0.4% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=32) | | | | |
| Teachers with advanced degrees | 62.5% | No Change | 59.3% | 60.5% |
| Continuing contract teachers | 78.1% | Up from 75.0% | 85.3% | 84.6% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 75.7% | Down from 77.6% | 88.5% | 87.0% |
| Teacher attendance rate | 95.7% | Up from 93.9% | 95.3% | 95.4% |
| Average teacher salary* | \$48,319 | Down 1.2% | \$47,012 | \$47,288 |
| Professional development days/teacher | 9.9 days | Down from 13.8 days | 10.2 days | 10.5 days |
| School | | | | |
| Principal's years at school | 1.0 | Down from 4.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 18.8 to 1 | Down from 19.2 to 1 | 19.4 to 1 | 19.2 to 1 |
| Prime instructional time | 89.1% | Up from 88.6% | 90.5% | 90.8% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | Up from No | Yes | Yes |
| Parents attending conferences | 28.7% | Down from 94.1% | 100.0% | 100.0% |
| Character development program | Good | Down from Excellent | Excellent | Excellent |
| Dollars spent per pupil** | \$8,149 | Down 7.7% | \$7,327 | \$7,548 |
| Percent of expenditures for instruction** | 70.2% | Down from 73.3% | 67.4% | 68.7% |
| Percent of expenditures for teacher salaries** | 68.3% | Up from 58.7% | 64.3% | 65.1% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Broad River Elementary has a mission of excellence. We serve approximately 400 students in the grades pre-k through 5. We are proud to have made adequate yearly progress this year (AYP) by raising our growth rating to average from below average. Our staff has worked diligently to raise student achievement through the implementation of various literacy, science, and math initiatives. These programs include small-group math and literacy instruction by part-time and fulltime, certified teachers, Accelerated Reader, Science Fair, Schoolwide Writing Prompts, MAP testing, and educational field trips that link to content standards. We also implemented academic-area coaches in reading, science, and technology.

We continue to be an authorized International Baccalaureate Primary Years School. Through this program we use research-based best practices to facilitate learning in an inquiry-based approach. Our students also receive the opportunity for service learning and international awareness.

Our school continues to encourage and build relationships with our students by recognizing their accomplishments. Students are recognized for academic accomplishments and good character. Each quarter students receive academic honors during an awards ceremony and also have an opportunity three times per year to participate in a Writer’s Luncheon with the principal. The “Got Ya” recognitions are given daily to recognize displays of good character. Students are also recognized during our morning and afternoon announcements for their accomplishments in extracurricular activities beyond the school day.

One of our main goals this school year was to raise parent and community involvement. We accomplished this by kicking off our school year with a “Community Walk” where our teachers boarded school buses and went door to door to welcome our students back to school. We continued this momentum with the implementation of Literacy Night, Science Night, Exhibition, and several musical performances. The year ended with a cookout where our staff, students, parents, and community partners wore our Broad River spirit shirts!

Broad River Elementary’s future challenge will be to continue to achieve academic gains with an extremely diverse and transient population. However, our mission is excellence and we strive to obtain it!

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 20 | 55 | 22 |
| Percent satisfied with learning environment | 100.0% | 85.2% | 90.5% |
| Percent satisfied with social and physical environment | 95.0% | 85.5% | 81.8% |
| Percent satisfied with school-home relations | 70.0% | 87.3% | 80.0% |

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

| | |
|---------------------------------|-----|
| School Adequate Yearly Progress | YES |
|---------------------------------|-----|

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

| | |
|---------------------------|--|
| School Improvement Status | |
|---------------------------|--|

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 4.9% | 1.9% |
| Classes in high poverty schools not taught by highly qualified teachers | 12.3% | 5.6% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 3.0% | 0.0% | No |
| Student attendance rate | 96.2% | 94.0%* | Yes |

* Or greater than last year

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

| | | | | | | | | | | |
|----------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 168 | 99.4 | 24.7 | 37.7 | 37.7 | 83.6 | 83.6 | 83.5 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 94 | 98.9 | 28.8 | 36.3 | 35 | 80 | 80.3 | 80.1 | N/A | N/A |
| Female | 74 | 100 | 19.7 | 39.4 | 40.9 | 87.9 | 87 | 87 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 56 | 100 | 17.3 | 40.4 | 42.3 | 84.6 | 92.8 | 89.6 | Yes | Yes |
| African American | 86 | 98.8 | 30.1 | 39.7 | 30.1 | 83.6 | 73.5 | 74.6 | Yes | Yes |
| Asian/Pacific Islander | 4 | I/S | I/S | I/S | I/S | I/S | 92.7 | 92.7 | I/S | I/S |
| Hispanic | 21 | 100 | 27.8 | 27.8 | 44.4 | 77.8 | 78.3 | 79.6 | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | 88.9 | 85.1 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 26 | 96.2 | N/A | N/A | N/A | 40 | 44.9 | 51.7 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | 54.5 | 69.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 13 | 100 | I/S | I/S | I/S | I/S | 76.1 | 79 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 101 | 99 | 31.9 | 39.4 | 28.7 | 79.8 | 76.5 | 76.9 | Yes | Yes |

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

| | | | | | | | | | | |
|----------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 168 | 99.4 | 30.1 | 41.1 | 28.8 | 80.1 | 80.4 | 80.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 94 | 98.9 | 31.3 | 35 | 33.8 | 77.5 | 78.9 | 78.4 | N/A | N/A |
| Female | 74 | 100 | 28.8 | 48.5 | 22.7 | 83.3 | 82 | 82.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 56 | 100 | 19.2 | 44.2 | 36.5 | 92.3 | 91.4 | 87.8 | Yes | Yes |
| African American | 86 | 98.8 | 38.4 | 41.1 | 20.5 | 72.6 | 66.5 | 69.3 | Yes | Yes |
| Asian/Pacific Islander | 4 | I/S | I/S | I/S | I/S | I/S | 90 | 93.5 | I/S | I/S |
| Hispanic | 21 | 100 | 33.3 | 38.9 | 27.8 | 72.2 | 77.6 | 78.3 | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | 77.8 | 83.2 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 26 | 96.2 | N/A | N/A | N/A | 40 | 41.5 | 46.1 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | 63.6 | 71.4 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 13 | 100 | I/S | I/S | I/S | I/S | 75.3 | 78.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 101 | 99 | 38.3 | 41.5 | 20.2 | 73.4 | 72.4 | 72.8 | Yes | Yes |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrolment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|----------------------------|---------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| Science | | | | | | | | |
| All Students | 111 | 100 | 42.4 | 49.5 | 8.1 | 57.6 | 65.1 | 67.3 |
| Gender | | | | | | | | |
| Male | 61 | 100 | 43.4 | 47.2 | 9.4 | 56.6 | 64.8 | 66.9 |
| Female | 50 | 100 | 41.3 | 52.2 | 6.5 | 58.7 | 65.4 | 67.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 37 | 100 | 42.9 | 48.6 | 8.6 | 57.1 | 83.8 | 79.6 |
| African American | 58 | 100 | 46 | 48 | 6 | 54 | 45.5 | 49.7 |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | 79.5 | 84.4 |
| Hispanic | 12 | 100 | I/S | I/S | I/S | I/S | 54 | 59.4 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | 66.7 | 69.5 |
| Disability Status | | | | | | | | |
| Disabled | 16 | 100 | N/A | N/A | N/A | 7.7 | 29.8 | 33.8 |
| Migrant Status | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 36.5 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 8 | I/S | I/S | I/S | I/S | I/S | 49.5 | 58.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 69 | 100 | 52.3 | 44.6 | 3.1 | 47.7 | 51.4 | 55.4 |

| | | | | | | | | |
|----------------------------|-----|-----|------|------|-----|------|------|------|
| Social Studies | | | | | | | | |
| All Students | 107 | 100 | 41.1 | 51.6 | 7.4 | 58.9 | 69.4 | 70.9 |
| Gender | | | | | | | | |
| Male | 64 | 100 | 37.5 | 55.4 | 7.1 | 62.5 | 69.2 | 70.1 |
| Female | 43 | 100 | 46.2 | 46.2 | 7.7 | 53.8 | 69.5 | 71.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 37 | 100 | 38.2 | 52.9 | 8.8 | 61.8 | 83.1 | 79.2 |
| African American | 54 | 100 | 44.7 | 53.2 | 2.1 | 55.3 | 53 | 58.4 |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | 86.1 | 86.8 |
| Hispanic | 12 | 100 | 45.5 | 45.5 | 9.1 | 54.5 | 62.7 | 68 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | 75 | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 16 | 100 | N/A | N/A | N/A | 14.3 | 36 | 39.3 |
| Migrant Status | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 55 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 9 | I/S | I/S | I/S | I/S | I/S | 59.3 | 68 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 64 | 100 | 51.7 | 43.3 | 5 | 48.3 | 57.6 | 60.8 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing | | | | | | | | | | |
| All Students | 166 | 99.4 | 35.8 | 44.6 | 19.6 | 64.2 | 70.5 | 72.1 | 96.2 | 96.7 |
| Gender | | | | | | | | | | |
| Male | 92 | 98.9 | 40.7 | 39.5 | 19.8 | 59.3 | 63.9 | 65.2 | 96.1 | 96.7 |
| Female | 73 | 100 | 29.9 | 50.7 | 19.4 | 70.1 | 77.1 | 79.2 | 96.5 | 96.8 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 55 | 100 | 30.8 | 44.2 | 25 | 69.2 | 84.8 | 80.8 | 95.5 | 96.5 |
| African American | 86 | 100 | 42.7 | 42.7 | 14.7 | 57.3 | 55.6 | 59.7 | 97.1 | 97.1 |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | 85.3 | 87 | 96.3 | 97.1 |
| Hispanic | 21 | 95.2 | 29.4 | 47.1 | 23.5 | 70.6 | 60.8 | 64.6 | 95.8 | 96.7 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 68.4 | 73.4 | 93.9 | 96 |
| Disability Status | | | | | | | | | | |
| Disabled | 24 | 95.8 | N/AV | N/AV | N/AV | 15 | 22.1 | 27.7 | 95.5 | 96 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 63.5 | N/A | 97.7 |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 13 | 92.3 | I/S | I/S | I/S | I/S | 56.2 | 63.7 | 96.9 | 96.8 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 102 | 99 | 45.3 | 40 | 14.7 | 54.7 | 58.7 | 61.9 | 96.3 | 96.6 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts | | | | | | | |
| 2009 | 3 | 53 | 100 | 40.4 | 34 | 25.5 | 59.6 |
| | 4 | 58 | 100 | 21.2 | 42.3 | 36.5 | 78.8 |
| | 5 | 59 | 100 | 19.2 | 53.8 | 26.9 | 80.8 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 58 | 98.3 | 20.8 | 25 | 54.2 | 79.2 |
| | 4 | 51 | 100 | 23.9 | 45.7 | 30.4 | 76.1 |
| | 5 | 59 | 100 | 28.8 | 42.3 | 28.8 | 71.2 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | |
| 2009 | 3 | 53 | 100 | 51.1 | 42.6 | 6.4 | 48.9 |
| | 4 | 58 | 100 | 19.2 | 44.2 | 36.5 | 80.8 |
| | 5 | 59 | 100 | 28.8 | 46.2 | 25 | 71.2 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 58 | 98.3 | 41.7 | 27.1 | 31.3 | 58.3 |
| | 4 | 51 | 100 | 21.7 | 45.7 | 32.6 | 78.3 |
| | 5 | 59 | 100 | 26.9 | 50 | 23.1 | 73.1 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| Science | | | | | | | |
| 2009 | 3 | 24 | 100 | N/AV | N/AV | N/AV | 45.5 |
| | 4 | 58 | 100 | 36.5 | 59.6 | 3.8 | 63.5 |
| | 5 | 29 | 100 | 24 | 68 | 8 | 76 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 29 | 100 | 50 | 29.2 | 20.8 | 50 |
| | 4 | 51 | 100 | 36.2 | 57.4 | 6.4 | 63.8 |
| | 5 | 31 | 100 | N/A | N/A | N/A | 53.6 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies | | | | | | | |
| 2009 | 3 | 29 | 100 | N/AV | N/AV | N/AV | 52 |
| | 4 | 58 | 100 | 30.8 | 55.8 | 13.5 | 69.2 |
| | 5 | 30 | 100 | 53.6 | 39.3 | 7.1 | 46.4 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 3 | 28 | 100 | 50 | 45.8 | 4.2 | 50 |
| | 4 | 51 | 100 | 29.8 | 57.4 | 12.8 | 70.2 |
| | 5 | 28 | 100 | N/A | N/A | N/A | 45.8 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2011 | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| Writing | | | | | | | |
| 2009 | 3 | 55 | 100 | 44.9 | 44.9 | 10.2 | 55.1 |
| | 4 | 58 | 100 | 30.2 | 49.1 | 20.8 | 69.8 |
| | 5 | 58 | 100 | 30.8 | 46.2 | 23.1 | 69.2 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 3 | 56 | 100 | 40 | 38 | 22 | 60 |
| | 4 | 51 | 98 | 39.1 | 39.1 | 21.7 | 60.9 |
| | 5 | 59 | 100 | 28.8 | 55.8 | 15.4 | 71.2 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2011 | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample